2008 Writing Portfolio Cluster Leader Training

Print Pack Grades 4, 7, & 12

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

2008 Cluster Leader Scoring Training
Print Materials

In this file, you will find these materials. Please print a copy of the packet for use during your cluster leader training session. Please make certain to also print your grade-specific materials.

1. PowerPoint handouts for training
2. Cluster leader training agenda
3. Scoring training six-hour agenda
4. Scoring training three-hour agenda
5. Reflection sheet for three-hour agenda
6. KET telecast dates
7. Telecast viewing guide
8. Categories of writing
9. Applying the Criteria to Poetry (revision)
10. Poetry examples (2 poems for discussion during telecast)
11. *Kentucky Writing Scoring Rubric*
12. Understanding the Language of the Rubric
13. Score Report Form (need 2 copies)

2008 Portfolio Scoring Training
Kentucky Department of Education

Getting started…

- Paperwork
- Training materials (downloaded)
- Agenda 6-hour and 3-hour training
- Design of telecast

Discussion Rules

- **"Discussion Rules for scorers" (page 14)**

- **Objectivity issues/bias (page 9)**

References from *Kentucky Writing Handbook* Part II: Scoring

What scoring tools and reference tools are available?

- Characteristics of the Categories of Writing (handout)
- Applying the Criteria to Poetry (handout)
- Applying the Criteria for Informative/Technical Writing; Applying the Criteria to Written Analysis
- *Kentucky Writing Scoring Rubric*
- Anchor Papers
- Exemplar Papers

Characteristics of the Categories of Writing

Review handout

Applying the Criteria to Informative/ Technical Writing (pages 10-11)

Applying the Criteria to Written Analysis (12th grade teams) (pages 11a-11b)

Page references from *Kentucky Writing Handbook* Part II: Scoring

Applying the Criteria to Poetry

Telecast discussion
"The Creek"
"Rainbows"

Kentucky Writing Scoring Rubric
(main scoring tool)

Anchor Papers

Score Report Form

**Understanding the Language
of the Rubric**
(language from the 3 and 4 cells)

Content	Structure	Conventions
Purpose: "authentic" and "authentic and insightful"		
Awareness of audience's needs		
Characteristics of the genre		

Subdomain: Content

- **Review scoring rubric language**
- **View the telecast**
- **Read the Anchor Papers for content**
- **Discuss the indicators**
- **Score a piece in the training portfolio**
- **Discuss the rationale and annotations for the CONTENT score of that piece**

LUNCH BREAK

Understanding the Language of the Rubric

(language from the 3 and 4 cells)

Content	Structure	Conventions
Purpose: "authentic" and "authentic and insightful"	Organization: "logical, coherent" and " careful and/or subtle" to enhance purpose	
Awareness of audience's needs	Transitional elements: "logical, effective" and "varied and subtle"	
Characteristics of the genre	"Control and variety of sentence structure to enhance meaning"	

Subdomain: Structure

- Review scoring rubric language
- View the telecast
- Read the anchor papers for structure
- Discuss the indicators
- Score a piece in the training portfolio
- Discuss the rationale and annotations for the STRUCTURE score of that piece

Understanding the Language of the Rubric
(language from the 3 and 4 cells)

Content	Structure	Conventions
Purpose: "authentic" and "authentic and insightful"	Organization: "logical, coherent" and "careful and/or subtle" to enhance the purpose	"control of grammar and usage to enhance meaning"
Awareness of audience's needs	Transitional elements: "logical, effective" and "varied and subtle"	_____
Characteristics of the genre	"Control and variety of sentence structure to enhance meaning"	"control of correctness to enhance communication"

Subdomain: Conventions

- Review scoring rubric language
- View the telecast
- Read the anchor papers for conventions
- Discuss the indicators
- Score a piece in the training portfolio
- Discuss the rationale and annotations for the CONVENTIONS score of that piece

Exemplar Papers for
Reflective Writing

Telecast discussion

Training Portfolio

Score transactive writing

Scoring Process

• **Score the practice portfolio**

• **Discuss the rationale for the practice portfolio**

• **Additional scoring concerns**

Scoring Process (continued)

- **Complete and incomplete portfolios**
  (pages 18-20)

- **Alerts**
  (pages 16-17 and page 11 in Appendix A)

End of 6-hour agenda

Telecast, Segment 2

Scoring procedures

Telecast, Segment 2

Setting-up/designing Scoring Sessions

- **Discuss ways to structure scoring sessions**
- **Review of "Code of Ethics for Writing Portfolios"**
- **Review of analysis form**

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Telecast, Segment 2

Quality Control Measures

- Release of new Quality Control Portfolios
- Review of quality control procedures and forms
- Review use of table leader read-behinds

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Telecast, Segment 2

Forms to use during Training and Scoring Sessions

- **Score Report Form**
- **Accumulation Form or Electronic Calculation Tool**
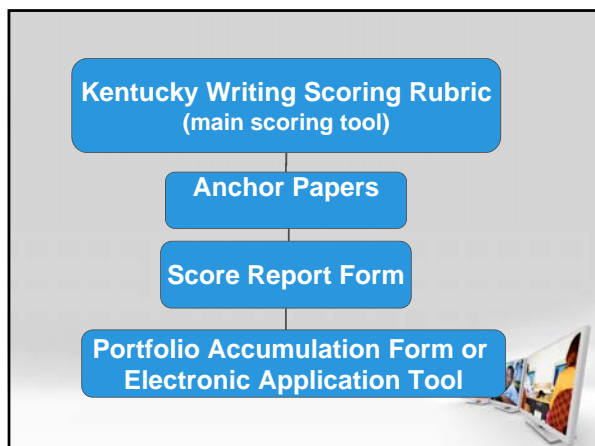- **Score Submission Form**

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Kentucky Writing Scoring Rubric
(main scoring tool)

Anchor Papers

Score Report Form

Portfolio Accumulation Form or Electronic Application Tool

Telecast, Segment 2
Score Submission Form

- Replaces the electronic application tool
- Discussed on the telecast
- Communicate with BAC/ DAC for more directions

Personnel from OAA will discuss this form on the telecast.

Telecast, Segment 2

Other Information

- References "Frequently asked questions about scoring portfolios" page in handbook

- Clarification of scoring questions asked by cluster leaders

Scoring Resources

- Kentucky Writing Portfolio Scoring CD-available on the KDE writing page (for viewing and download)
- On-line practice portfolio (all grade levels)—KDE writing page
- Cluster Leader Distance Network (CTL website)

Kentucky Writing Handbook

Fall and Spring Update Pages for Parts I and II are available on the KDE Web site.

http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Writing++Cluster+Leader+Training+Materials.htm

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All training materials are available on the KDE Web site (including training and practice portfolios, exemplar sets, and training handouts).

http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Writing++Cluster+Leader+Training+Materials.htm

For clarification on scoring procedures, contact your

- **Principal**
- **Building Assessment Coordinator**
- **District Assessment Coordinator**
- **Office of Assessment and Accountability**
- **KDE Writing Consultants**

KDE Writing Consultants

- Lee Ann Hager, High School
LeeAnn.Hager@education.ky.gov
- Dena Cole, Middle School
Dena.Cole@education.ky.gov
- Depeka Croft, Elementary
Depeka.Croft@education.ky.gov

2008 Cluster Leader Writing Portfolio Scoring Training

Agenda

1. *Attendance and paperwork*
2. *Distribute the agendas for 6-hour and 3-hour training*
3. *Explain the design of the telecast (segments 1 & 2)*

Begin modeling of 6-hour agenda

Discussion Rules (All referenced pages are in part 2 of the *Kentucky Writing Handbook*)

- Review "Discussion Rules for Scorers" **(p. 14)**
- Activity to review objectivity issues/bias **(p. 9)**

Scoring and Reference Tools

1. Characteristics of the Categories of Writing
2. Applying the Criteria of Effective Writing to Poetry
3. Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing
4. Applying the Criteria to Written Analysis
5. Kentucky Scoring Rubric
6. Anchor Papers
7. Exemplar Papers for Reflective Writing

- Introduce Characteristics of the Categories of Writing handout (review box/language as each category of writing is discussed in the training)

- Review the box/language for informative/technical/ analytical
   ✓ Activity to review Applying the Criteria of Effective Real-World Writing to Informative/Technical handout (all grade levels) **(pp.10-11)** and Applying the Criteria to Written Analysis (12 grade only) **(pp. 11a-11b)**
   ✓ Annotate transactive piece in training portfolio

- Review the box/language for literary writing
   ✓ Activity to review Applying the Criteria of Effective Writing to Poetry form and read two poems referenced **(pp. 12-13) (telecast)**
   ✓ Annotate and discuss selected poem(s)

- Review scoring rubric and the Anchor Papers **(rubric on pp. 25-26);** Introduce Understanding the Language of the Rubric handout and review the Score Report Form
   o CONTENT
      ▪ Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (authentic purpose, awareness of audience's needs and characteristics of the genre) (content only) **(telecast)**
      ▪ Read the Anchor Papers for CONTENT
      ▪ Discuss the indicators in each cell

- Score <u>a piece</u> in the **training** portfolio (personal or literary) for CONTENT only
- Discuss rationale and annotations for the piece scored

  o STRUCTURE
- Review the scoring rubric language and provide more elaboration on the language in 4 cell (enhance the purpose, transitional elements -varied and subtle, enhance meaning) (Structure only) **(telecast)**
- Read the Anchor Papers for Structure
- Discuss the indicators in each cell
- Score the<u> same piece</u> in the **training** portfolio (personal or literary) for STRUCTURE only
- Discuss rationale and annotations for the piece scored

  o CONVENTIONS
- Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (enhance the meaning, relative to length and complexity and enhance communication) (Conventions only) **(telecast)**
- Read the Anchor Papers for Conventions
- Discuss the indicators in each cell
- Score the<u> same piece</u> in the **training** portfolio (personal or literary) for Conventions only
- Discuss the rationale and annotations for the piece scored

- Review the box/language for reflective writing
- ✓ Introduce the Exemplar Papers for Reflective Writing (Content only) **(telecast)**
  - Read the Exemplar Papers
  - Score the reflective writing piece in the **training** portfolio
  - Discuss rationale and annotations for the piece scored

- Return to the transactive piece from the training portfolio (annotated earlier in the training) and have participates score this piece
  - Discuss rationale and annotations for the piece scored

<u>Scoring Process</u>
- Score the **practice** portfolio using the Score Report Form
- Discuss the rationale for the pieces in the practice portfolio
- Additional scoring concerns
  - o Complete and incomplete portfolios **(pp. 18-20)**
  - o Alerts **(pp. 16-17 and p. 11 in Appendix A)**

End of 6-hour agenda

Components of the scoring sessions (for cluster leaders only)

1. *Discuss telecast, segment 2*
2. *Introduce the new reporting submission form (handout)*
3. *Scoring resources- Kentucky Writing Portfolio Scoring CD; On-line practice portfolio; Cluster Leader Distance Network*
4. *Kentucky Writing Handbook update pages, parts 1&2*

2008 Writing Portfolio Scoring Training
Agenda (6-hour)

Discussion Rules (All referenced pages are in part 2 of the *Kentucky Writing Handbook*)

- Review "Discussion Rules for Scorers" **(p. 14)**
- Activity to review objectivity issues/bias **(p. 9)**

Scoring and Reference Tools

1. Characteristics of the Categories of Writing
2. Applying the Criteria of Effective Writing to Poetry
3. Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing
4. Applying the Criteria to Written Analysis
5. Kentucky Scoring Rubric
6. Anchor Papers
7. Exemplar Papers for Reflective Writing

- Introduce Characteristics of the Categories of Writing handout (review box/language as each category of writing is discussed in the training)

- Review the box/language for informative/technical/ analytical
  - ✓ Activity to review Applying the Criteria of Effective Real-World Writing to Informative/Technical handout (all grade levels) **(pp.10-11)** and Applying the Criteria to Written Analysis (12 grade only) **(pp. 11a-11b)**
  - ✓ Annotate transactive piece in training portfolio

- Review the box/language for literary writing
  - ✓ Activity to review Applying the Criteria of Effective Writing to Poetry form and read two poems referenced **(pp. 12-13) (telecast)**
  - ✓ Annotate and discuss selected poem(s)

- Review scoring rubric and the Anchor Papers **(rubric on pp. 25-26);** Introduce Understanding the Language of the Rubric handout and review the Score Report Form
  - o CONTENT
    - Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (authentic purpose, awareness of audience's needs and characteristics of the genre) (content only) **(telecast)**
    - Read the Anchor Papers for CONTENT
    - Discuss the indicators in each cell
    - Score <u>a piece</u> in the **training** portfolio (personal or literary) for CONTENT only
    - Discuss rationale and annotations for the piece scored

- o STRUCTURE
  - Review the scoring rubric language and provide more elaboration on the language in 4 cell (enhance the purpose, transitional elements -varied and subtle, enhance meaning) (Structure only) **(telecast)**
  - Read the Anchor Papers for Structure
  - Discuss the indicators in each cell
  - Score the same piece in the **training** portfolio (personal or literary) for STRUCTURE only
  - Discuss rationale and annotations for the piece scored

- o CONVENTIONS
  - Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (enhance the meaning, relative to length and complexity and enhance communication) (Conventions only) **(telecast)**
  - Read the Anchor Papers for Conventions
  - Discuss the indicators in each cell
  - Score the same piece in the **training** portfolio (personal or literary) for Conventions only
  - Discuss rationale and annotations for the piece scored

- Review the box/language for reflective writing
  - ✓ Introduce the Exemplar Papers for Reflective Writing (Content only) **(telecast)**
    - Read the Exemplar Papers
    - Score the reflective writing piece in the **training** portfolio
    - Discuss rationale and annotations for the piece scored

- Return to the transactive piece from the training portfolio (annotated earlier in the training) and have participates score this piece

  - Discuss rationale and annotations for the piece scored

Scoring Process
- Score the **practice** portfolio using the Score Report Form
- Discuss the rationale for the pieces in the practice portfolio
- Scoring concerns
  - o Complete and incomplete portfolios **(pp. 18-20)**
  - o Alerts **(pp. 16-17 and p. 11 in Appendix A)**

2008 Writing Portfolio Scoring Training

3- hour Agenda
3- hour Training; 3- hour Preparation

The 3- hour preparation (before training) includes:
1. **viewing the telecast, segment 1;**
2. **reading the Anchor Papers (with reference to the scoring rubric);**
3. **reading the Exemplar Papers for Reflective Writing;**
4. **reading the training portfolio used in the 6- hour agenda.**
The scorer must complete and return the reflective handout with all questions answered completely.
The responses written on the handout should be addressed during the 3-hour training.

All the bullets under the Discussion Rules must be reviewed and discussed on the day of the scoring and is not included in the 3- hour training.

Discussion Rules (All referenced pages are in part 2 of the *Kentucky Writing Handbook*)

- Review "Discussion Rules for Scorers" **(p. 14)**
- Review objectivity issues/bias **(p. 9)**

Scoring and Reference Tools
1. Characteristics of the Categories of Writing
2. Applying the Criteria of Effective Writing to Poetry
3. Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing
4. Applying the Criteria to Written Analysis
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- Introduce Characteristics of the Categories of Writing handout (review box/language as each category of writing is discussed in the training)

- Review the box/language for informative/technical/ analytical
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- ✓ Annotate transactive piece in training portfolio

- Review the box/language for literary writing
- ✓ Activity to review Applying the Criteria of Effective Writing to Poetry form and read two poems referenced **(pp. 12-13)**
- ✓ Annotate and discuss selected poem(s)

- Review scoring rubric and the Anchor Papers **(rubric on pp. 25-26)**; Introduce Understanding the Language of the Rubric handout and review the Score Report Form
    - o CONTENT
        - ▪ Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (authentic purpose, awareness of audience's needs and characteristics of the genre) (content only)

- Read the Anchor Papers for CONTENT
- Discuss the indicators in each cell
- Score <u>a piece</u> in the **training** portfolio (personal or literary) for CONTENT only
- Discuss rationale and annotations for the piece scored
  o STRUCTURE
    - Review the scoring rubric language and provide more elaboration on the language in 4 cell (enhance the purpose, transitional elements -varied and subtle, enhance meaning) (Structure only)
    - Review the Anchor Papers for Structure
    - Discuss the indicators in each cell
    - Score the<u>same piece</u> in the **training** portfolio (personal or literary) for STRUCTURE only
    - Discuss rationale and annotations for the piece scored
  o CONVENTIONS
    - Review the scoring rubric language and provide more elaboration on the language in 3 & 4 cells (enhance the meaning, relative to length and complexity and enhance communication) (Conventions only)
    - Review the Anchor Papers for Conventions
    - Discuss the indicators in each cell
    - Score the<u>same piece</u> in the **training** portfolio (personal or literary) for CONVENTIONS only
    - Discuss rationale and annotations for the piece scored

- Review the box/language for reflective writing
- ✓ Introduce the Exemplar Papers for Reflective Writing (Content only)
    - Review the Exemplar Papers
    - Score the reflective writing piece in the **training** portfolio
    - Discuss rationale and annotations for the piece scored

- Return to the transactive piece from the training portfolio (annotated earlier in the training) and have participates score this piece

    - Discuss rationale and annotations for the piece scored

Scoring Process
- Score the **practice** portfolio using the Score Report Form
- Discuss the rationale for the pieces in the practice portfolio

All the bullets under the Scoring Concerns must be reviewed and discussed on the <u>day of the scoring</u> and is <u>not included in the 3- hour training</u>.

Scoring Concerns
  o *Complete and incomplete portfolios (pp. 18-20)*
  o *Alerts (pp. 16-17 and p. 11 - Appendix A)*

In order to receive professional development credit, the scorer must complete the reflective handout and return it to the cluster leader. However, it is a district decision on the number of hours of professional development that will be granted.

2008 Writing Portfolio Scoring Training

3- hour Preparation Reflection Sheet

> *In order to receive professional development credit, the scorer must complete the guiding questions on this handout and return it to the cluster leader. However, it is a district decision on how many hours of professional development will be granted.*

The 3- hour preparation includes:
1. viewing the telecast, segment 1;
2. reading the Anchor Papers (with reference to the scoring rubric);
3. reading the Exemplar Papers for Reflective Writing;
4. reading the training portfolio used in the 6- hour agenda.

The scorer must complete and return the reflective handout with all questions answered completely. The responses written on the handout should be addressed during the 3-hour training.

Question #1
After viewing this telecast, which subdomain (Content, Structure, Conventions) do you still have questions or concerns about? Please list your questions.

Question #2
After reading all anchor papers and reviewing the indicators in each cell on the scoring rubric, what language in the indicators do you still need clarified?

Question #3

After reading the training portfolio, which category of writing(reflective, personal expressive/literary, transactive) do you still have questions about? What are those questions?

Question #4

After reading the Exemplar Papers, do you still have questions about the reflective writing category? What are those questions?

2008 Kentucky Writing Portfolio Scoring
Telecast Airing Dates

Select one of the airing dates and have the telecast taped.
All the following times and dates are on KET ED (KET4 original setting on receivers and cable boxes):

Monday, March 3 at 2:00 ET/1:00 pm CT

Wednesday, March 5 at 4:00 ET/3:00 pm CT

Monday, March 10 at 10:00 ET/9:00 am CT

Wednesday, March 12 at 3:30 ET/2:30 pm CT

Tuesday, March 18 at 2:00 ET/1:00 am CT (EARLY MORNING)

Thursday, March 20 at 2:00 ET/1:00 am CT (EARLY MORNING)

Wednesday, March 26 at 5:00 ET/4:00 pm CT

Friday, March 28 at 2:00 ET/1:00 pm CT

Wednesday, April 2 at 3:30 ET/2:30 pm CT

Friday, April 4 at 2:00 ET/1:00 am CT (EARLY MORNING)

Thursday, April 10 at 8:30 ET/7:30 am CT

Monday, April 14 at 10:30 ET/9:30 am CT

Friday, April 18 at 2:30 ET/1:30 pm CT

Tuesday, April 22 at 2:00 ET/1:00 pm CT

Thursday, April 24 at 11:00 ET/10:00 am CT

You may access the materials for the Spring Cluster Leader training at the following link:
http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Writing++Cluster+Leader+Training+Materials.htm

2008 Kentucky Writing Portfolio Scoring Telecast
Viewing Guide

Segment One—
for Cluster Leaders and Scoring Teams

Introduction-Cindy Parker, Language Arts Branch Manager
Poetry-Dena Cole
    Poetry Discussion Between Two ScAAT Members
Review of *Kentucky Writing Scoring Rubric*-Lee Ann Hager
    Clarification of Specific Language on Rubric
    Scoring a Portfolio
    Use of Score Report Form
Reflective Exemplar Set-Dena Cole
Closing-Cindy Parker

Segment Two-
for Cluster Leaders and Administrators

Introduction-Cindy Parker, Language Arts Branch Manager
Setting Up/Designing Scoring Sessions-Depeka Croft
    Responsibilities of Cluster Leader
    Determining Number of Scoring Members
    Determining 3rd Score
    Determining Who May Score
    Double-Blind Scoring
    Controlled Setting
    Site and Time of Scoring Session
    Tips for Successful Scoring Session
    Code of Ethics
    Portfolio Analysis Form
Quality Control Measures in a Scoring Session-Depeka Croft
    Release of new Quality Control Portfolios
    Review Quality Control Portfolio Procedure and Record Keeping
    Review Table Leader Read-Behinds Procedure
Materials/Resources Needed for a Scoring Session-Depeka Croft
    Cluster Leader Paperwork/Duties Handout
    Writing Portfolio Scoring Accumulation Sheet
New Writing Portfolio Score Submission Form-Rhonda Sims-Director of Assessment
        Support & Joy Barr-Program Coordinator of Assessment Support
Frequently Asked Questions about Scoring-Depeka Croft
Closing-Depeka Croft
    Contact Information

CATEGORIES OF WRITING

REFLECTIVE	PERSONAL/EXPRESSIVE
An analysis and evaluation of personal progress in writing through literacy The writing... • Contemplates his/her literacy experience • Analyzes own strengths and areas of growth in writing • Allows the content to determine the form and audience • Analyzes and addresses needs of the intended audience • Speaks directly to the audience • Develops the connection between growth as a writer through a literacy strand(s) (reading, listening, observing, speaking) and skills as a writer • Analyzes the connections • Supports claims with personal experience about self through insight • Organizes the connections logically, effectively, using paragraphing, transitions, a variety of sentences, etc. • Uses grammar and word choice that is appropriate for purpose and audience	**Narrative**-focuses on a significant single event **Memoir**-focuses on the significance of a relationship with an individual person, place, animal, or thing **Essay**-focuses on a central idea about the writer or the writer's life The writing... • Establishes the significance of one event, relationship, or central idea • Communicates the significance (impact) and/or leaves the reader with a single impression • Develops ideas by using relevant/specific details from personal experiences • Shows emotions, thoughts and/or insight through descriptions as appropriate • Uses dialogue as appropriate • Uses grammar and word choice that is appropriate for purpose and audience

CATEGORIES OF WRITING

Literary	Transactive
Communication through authentic literary forms to make meaning of the human condition created from the imagination of the writer The writing (short story, play)... • Focuses on some aspect of human experience • Contains elements that are characteristic of genre: plot (conflict, crisis, resolution), setting, character development, theme, and point of view • Uses thoughts, actions, descriptions to develop plot, setting, character, and theme • Develops the plot through conflict and resolution • Manages literary techniques and effective organizational strategies to communicate ideas and feelings to reader • May use dialogue to enhance meaning • Uses grammar and word choice that is appropriate for purpose and audience The writing (poetry)... • Focuses on the purpose (e.g., paints a picture, recreates a feeling, tells a story, captures a moment, evokes an image, shows an extraordinary perception of the ordinary based on human experience) • May use insight and reflection to show depth of idea development • Uses sensory details and/or poetic devices to create a mood, scene, and /or image • Does not sacrifice meaning for rhyme • Maintains coherence and unity • Uses white space, line breaks, and/or shape to enhance meaning • Uses grammar and word choice that is appropriate for purpose and audience	Informative/persuasive/analytical writing that presents ideas and information in letters, speeches, editorials, articles, academic papers, other The writing... • Is from the perspective of an informed writer to a less informed reader (may even be a new perspective on the topic) • Contains a specific purpose and makes it clear what the reader should know, do, and/or believe as a result of reading the piece • Is intended for an authentic audience and strives to meet the needs of the audience • Employs a suitable tone for purpose and audience • Presents ideas and information to accomplish the purpose • Provides specific, relevant support, (facts, examples, reasons, anecdotes, comparisons, quotes, charts, graphs) showing knowledge of the subject • Reveals ability to think logically for the purpose and explain clearly/persuasively • Organizes logically, effectively, using paragraphing, transitions, headings, etc. (text features) • Uses grammar and word choice that is appropriate for purpose and audience • Documents sources appropriately

Applying the Criteria of Effective Writing to Poetry

Audience/Purpose

- ❑ The piece shows understanding of the reader's perspective.
- ❑ The piece meets the needs of the reader by adhering to the conventions of poetry.
- ❑ The piece chooses and narrows a topic.
- ❑ The writer focuses on the purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows an extraordinary perception of the ordinary).
- ❑ The writer uses an individual voice.
- ❑ The writer creates a title which captures the essence of the poem and creates reader interest.

Idea Development/Support

- ❑ The writer's evidence of insight and reflection may provide depth of idea development.
- ❑ The writer uses sensory details.
- ❑ The writer uses poetic devices (similes, metaphors, imagery, etc.).
- ❑ The writer creates a mood, scene, image.
- ❑ The writer does not sacrifice meaning for rhyme.

Organization

- ❑ The writer maintains coherence and unity.
- ❑ The writer arranges the poem using words, phrases and sentences as well as transitional elements (e.g., white space, line breaks, shape, idea connections) to enhance meaning.

Sentences

- ❑ The writer uses line breaks effectively.

❑ The writer employs rhythm, melody or perhaps rhyme.

Conventions

Language

❑ The writer makes language choices based on economy, precision, richness, surprise and/or impact on the reader.

❑ Language is descriptive.

❑ The writer uses strong verbs and precise nouns.

❑ Figurative language is used when appropriate.

Correctness

❑ Spelling is correct.

❑ Capitalization is correct.

❑ The writer uses correct end punctuation, commas, quotations marks and apostrophes.

❑ The writer departs legitimately from the standard correctness to enhance the meaning of the poem.

The Creek

The creek is unimaginable
to those reality binds.

filled with creatures
filtering out sunlight
looming in the shadows
hidden among the pines

Wind you can hear
howls above the trees.
whistles its morning song.

Wind you can't hear
speaks to your soul
whispers *you are safe*.

You are alone
in a world made for you.
You become impervious
Your ecstasy is mist
Palpable, unchangeable.

Reality is unable to touch you.
Blades of grass are fish
the shiniest rock, the moon
suspended above in the big, watery sky.

Laws, rules, physics don't apply.
You are beyond existence
above the limit
apart from reality
sanctuary
realm of sheer joy.

Eventually you may leave
return to reality
depart this dream.

Nobody will blame you.
Perfection can be a burden.

Still

Remember the world I've shown you.
Remember the   C   ~   E   ~   K
          ~   R   ~   E   ~

Rainbows

Rainbows are a colorful slide.
They entice our imagination.
Enchanting!
Shining brightly overhead,
Rainbows are like a big bowl of Fruit Loops.
"Oh rainbows, how wonderful you are!"

Rainbows are a box of crayons.
They illustrate the beauty on Earth.
Breathtaking!
Decorating the sky with vivid colors,
Rainbows are like a pack of Skittles.
"Oh rainbows, how colorful you are!"

Rainbows are a meadow of flowers.
They paint a scenery of bright colors.
Colorful!
Outlining the heaven's above,
Rainbows are like a bouquet of roses.
"Oh rainbows, how beautiful you are!"

Rainbows are brightly colored leaves in the autumn.
They compliment nature with vibrant colors.
Elegant!
Mesmerizing our minds with a pleasant view,
Rainbows are like a giant arch stretching throughout the sky.
"Oh rainbows, how delightful you are!"

Kentucky Writing Scoring Rubric

CONTENT
Purpose and Audience; Idea Development and Support

	0	1	2	3	4
The writing:	☐ Lacks purpose	☐ Attempts to establish a general purpose; lacks focus	☐ Attempts to establish and maintain a narrowed purpose; some lapses in focus	☐ Establishes and maintains an authentic focused purpose throughout	☐ Establishes and maintains an authentic and insightful focused purpose throughout
	☐ Lacks awareness of audience	☐ Indicates limited awareness of audience's needs	☐ Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone	☐ Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone	☐ Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone
	☐ Lacks idea development; may provide random details	☐ Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	☐ Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	☐ Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	☐ Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
	0	1	2	3	4

STRUCTURE
Organization: unity and coherence; Sentences: structure and length

	0	1	2	3	4
The writing:	☐ Demonstrates random organization	☐ Demonstrates ineffective or weak organization	☐ Demonstrates logical organization with lapses in coherence	☐ Demonstrates logical, coherent organization	☐ Demonstrates careful and/or subtle organization that enhances the purpose
	☐ Lacks transitional elements	☐ Demonstrates limited and/or ineffective transitional elements	☐ Demonstrates some effective transitional elements	☐ Demonstrates logical, effective transitional elements throughout	☐ Demonstrates varied and subtle transitional elements throughout
	☐ Demonstrates incorrect sentence structure throughout	☐ Demonstrates some ineffective or incorrect sentence structure	☐ Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	☐ Demonstrates control and variety in sentence structure	☐ Demonstrates control, variety and complexity in sentence structure to enhance meaning
	0	1	2	3	4

CONVENTIONS
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation

	1	2	3	4
The writing:	☐ Demonstrates lack of control in grammar and usage	☐ Demonstrates some control of grammar and usage with some errors that do not interfere with communication	☐ Demonstrates control of grammar and usage relative to length and complexity	☐ Demonstrates control of grammar and usage to enhance meaning
	☐ Demonstrates incorrect or ineffective word choice	☐ Demonstrates simplistic and/or imprecise word choice	☐ Demonstrates acceptable word choice appropriate for audience and purpose	☐ Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose
	☐ Demonstrates lack of control in correctness	☐ Demonstrates some control of correctness with some errors that do not interfere with communication	☐ Demonstrates control of correctness relative to length and complexity	☐ Demonstrates control of correctness to enhance communication

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Understanding the Language of the *Kentucky Writing Scoring Rubric*

The following list is designed as a supplemental instructional and scoring reference that is intended to further clarify the language on the *Kentucky Writing Scoring Rubric*. For each word or phrase, the rubric indicator to which it refers is included in parentheses. A grade-specific set of anchor papers provides examples of the language of the rubric in the context of student writing. While scorers may reference this document during scoring, the scorer's official scoring tool is the *Kentucky Writing Scoring Rubric*.

Analytical, reflective, and/or insightful (*idea development*)—the idea development within the writing is analytical (it breaks down a subject or topic to draw new conclusions), reflective (it shows the writer considering past events to make sense of the current issue) and/or insightful (the idea development reveals the inner nature or draws important conclusions about the topic or issue to create new understandings for a reader. Often insightful idea development is also analytical).

Attempts (*purpose, awareness of audience's needs*)—writing demonstrates that the student tries to establish a purpose or demonstrates some awareness of an audience's needs but is not completely successful.

Authentic (*purpose*)—an authentic purpose is original, realistic, and genuine. When applied to writing, authentic means that the work is the student's own, done for a realistic purpose and readership and in a realistic form that logically fits the purpose and audience or situation. The writing reveals a genuine effort to communicate with others; it is not merely an academic exercise. An authentic form does not necessarily indicate an authentic purpose.

Awareness of audience's needs—a writer demonstrates an awareness of audience's needs by incorporating into the writing what readers need to sufficiently understand the meaning or purpose (e.g., sufficient background information, details, charts, bolded text). Any component of a piece of writing that is necessary for a reader's sufficient understanding may be considered a demonstration of "awareness of audience's needs."

Careful and/or subtle organization that enhances purpose—organization in writing that is deliberate and intentional to help a reader understand. Organization enhances purpose when the organization helps further the reader's understanding of that intended purpose. Subtle organization may not be apparent to a reader at first. This kind of organization is careful, but it may also be indirect. Careful and/or subtle organization is not predictable but is effective in helping communicate the purpose to the reader.

Characteristics of the genre—characteristics that readers typically expect to see given a particular genre writing (e.g., articles have headlines; poems use precise language). However, characteristics of the genre go beyond characteristics of the form. Characteristics of the genre are also demonstrated within the writing itself (e.g., addressing an audience within a speech, strong lead within an article).

Coherent (*organization*)—coherent organization means that the organization of the writing is consistent. One part of the writing connects smoothly to the next. Overall, coherent organization means that the parts of the writing work well together to further meaning. To achieve coherent (and logical) organization, a writer will carefully organize ideas within sentences, sentences within paragraphs, and paragraphs within the work as a whole to successfully communicate meaning.

Correctness (control of) to enhance communication—spelling, punctuation, capitalization, abbreviation or documentation that is used intentionally to further communicate with a reader (e.g., use of semi-colon to balance ideas in two sentences, use of ellipsis to show information that is left out, non-traditional use of a word to show dialect).

Focused (*purpose*)—a purpose that is focused means that the writer keeps that purpose central to the development throughout the writing. A piece of writing that "establishes and maintains" an authentic focused purpose means that the writer is able to stay focused on the intended purpose from beginning of the writing to the end.

Depth (*idea development*)—indicates sufficient development of ideas related to the established purpose. Sometimes depth comes through insight (e.g., an insightful line of a poem may reveal depth without necessarily providing lots of details).

General (*purpose*)—the writing may attempt to present a purpose, but that purpose is too broad to provide clear focus. Often, a general purpose is more topic-driven than purpose-driven (e.g., a personal narrative all about "my favorite vacation").

Grammar and usage (control of) to enhance meaning—use of grammatical structures or usage of words and phrases to further communicate meaning to the reader (e.g., use of dialect or non-traditional usage of words for effect, use of parallel grammatical structures to enhance meaning).

Insightful (*purpose*)—a purpose in writing that shows the writer's ability to understand the inner nature of the subject or topic or to draw important conclusions about the subject or topic to create new understandings for the reader.

Lacks (*purpose, audience awareness, focus, idea development, transitional elements, control of grammar and usage*)—writing does not demonstrate any understandable _____ (purpose, audience awareness, focus, idea development, transitional elements, grammar and usage). Writing that "lacks" seems unclear as to the author's intent.

Lapses (*purpose, organization*)—lapses indicate that the writer has successfully established a purpose or organizational pattern but moves away from it at some point (or points) in the writing.

Limited (*awareness of audience's needs, idea development, transitional elements*)—writing may or may not present some level of _____ (awareness of audience's needs, idea development, transitional elements), but the writing does not demonstrate that the student was able to do much with it to communicate to a reader.

Logical (*organization*)—the pattern of organization within the writing makes sense to effectively communicate meaning. Logical organization is purposeful and intentional.

Narrowed *(purpose)*—the writing demonstrates that there is some sense of purpose and that attempt tries to focus on a purpose that is specific. However, the purpose may not be specific enough within the context of the writing nor completely focused (e.g., a personal narrative about "the first time I saw the ocean" that communicates this experience but also goes on to discuss "what we did later in the day") may show narrowed purpose but lapses in focus.

Purpose—the reason or need for writing. Writing for publication calls for an authentic purpose.

Random (*details, organization*)—writing presents details or organization that seems arbitrary or purposeless.

Sentence structure to enhance meaning—sentence structure that enhances meaning shows the writer's deliberate or intentional construction of sentences to influence the meaning. (e.g., short sentences may provide emphasis; long sentences may provide a chance for pause or reflection. Fragments may be used for effect).

Some (*purpose, audience, idea development, transitional elements, grammar/usage, correctness*) —the writing demonstrates *some* of the language of the indicator, but does not contain a sufficient amount to demonstrate control (as it would in the "3" cell).

Sufficient (*idea development*)—writing contains an adequate amount of idea development to successfully communicate the intended purpose to the reader.

Transitional elements—transitional words, phrases, sentences, or paragraphs that function to move the reader ahead smoothly from one section of the writing to the next (e.g., "first," "likewise," "Although some believe this_____, research suggests this_____"). Transitional elements may also include the effective use of text features (e.g., the effective use of white space, bullet points, sub-headings).

Reader 1 2 3 (circle one)
Reader ID _____

Grade Level: 4 7 12

SSID # _____

Instructions: As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12th only)	Incomplete Portfolios, circle item(s)
Content area _____	Content area _____	Content area _____	Content area _____	*[MISSING PIECES]* A portfolio is incomplete if it does not contain
Content	**Content**	**Content**	**Content**	1. A table of contents page which indicates the following:
Purpose ___	Purpose ___	Purpose ___	Purpose ___	• **Required writing in each category** (reflective, personal or literary, transactive, transactive with analytical or technical focus [12th grade only])
Audience ___	Audience ___	Audience ___	Audience ___	• **Required number of pieces in each category**
Idea Dev. ___	Idea Dev. ___	Idea Dev. ___	Idea Dev. ___	o **4th grade**—3 pieces (1 in each category)
Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	o **7th grade**—3 pieces (1 in each category)
Structure	**Structure**	**Structure**	**Structure**	o **12th grade**—4 pieces (1 in each category)
Organization ___	Organization ___	Organization ___	Organization ___	2. **A signed Student Signature Sheet**
Transitions ___	Transitions ___	Transitions ___	Transitions ___	*[MISSING CONTENT AREA REQUIREMENT]* Required number of content pieces identified by content area class
Sentence Structure ___	Sentence Structure ___	Sentence Structure ___	Sentence Structure ___	o **4th grade**—no content piece is required to be identified
Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	Most frequent score (0-4) ☐	o **7th and 12th**—one content piece other than English/language arts identified by content area class
Conventions	**Conventions**	**Conventions**	**Conventions**	*[PLAGIARISM]* is proven to be plagiarized
Grammar ___	Grammar ___	Grammar ___	Grammar ___	*[OTHER]*
Word Choice ___	Word Choice ___	Word Choice ___	Word Choice ___	• is different from those listed in the Table of Contents
Correctness ___	Correctness ___	Correctness ___	Correctness ___	• is written in a language other than English
Most frequent score (1-4) ☐	Most frequent score (1-4) ☐	Most frequent score (1-4) ☐	Most frequent score (1-4) ☐	• demonstrates only computational skills
				• consists of only diagrams or drawings
				• represents a group entry

The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.

36 points are possible for 4th and 7th grade portfolios; 48 points are possible for 12th grade portfolios.

February 2007

SSID # _____

Instructions: As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12th only)
Content area _____	Content area _____	Content area _____	Content area _____
Content	**Content**	**Content**	**Content**
Purpose ___	Purpose ___	Purpose ___	Purpose ___
Audience ___	Audience ___	Audience ___	Audience ___
Idea Dev. ___	Idea Dev. ___	Idea Dev. ___	Idea Dev. ___
Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]
Structure	**Structure**	**Structure**	**Structure**
Organization ___	Organization ___	Organization ___	Organization ___
Transitions ___	Transitions ___	Transitions ___	Transitions ___
Sentence Structure ___	Sentence Structure ___	Sentence Structure ___	Sentence Structure ___
Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]	Most frequent score (0-4) [ ]
Conventions	**Conventions**	**Conventions**	**Conventions**
Grammar ___	Grammar ___	Grammar ___	Grammar ___
Word Choice ___	Word Choice ___	Word Choice ___	Word Choice ___
Correctness ___	Correctness ___	Correctness ___	Correctness ___
Most frequent score (1-4) [ ]	Most frequent score (1-4) [ ]	Most frequent score (1-4) [ ]	Most frequent score (1-4) [ ]

Incomplete Portfolios, circle item(s)

[MISSING PIECES] A portfolio is incomplete if it does not contain

1. A table of contents page which indicates the following:
   - **Required writing in each category** (reflective, personal or literary, transactive, transactive with analytical or technical focus [12th grade only])
   - **Required number of pieces in each category**
     o **4th grade**—3 pieces (1 in each category)
     o **7th grade**—3 pieces (1 in each category)
     o **12th grade**—4 pieces (1 in each category)
2. **A signed Student Signature Sheet**

[MISSING CONTENT AREA REQUIREMENT] **Required number of content pieces identified by content area class**
   o **4th grade**—no content piece is required to be identified
   o **7th and 12th**—one content piece other than English/language arts identified by content area class

[PLAGIARISM] **is proven to be plagiarized**

[OTHER]
- is different from those listed in the Table of Contents
- is written in a language other than English
- demonstrates only computational skills
- consists of only diagrams or drawings
- represents a group entry

36 points are possible for 4th and 7th grade portfolios; 48 points are possible for 12th grade portfolios.

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